ESEA FOR LEAS

Part Five:
Strategies / Action Steps

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COMPREHENSIVE NEEDS ASSESSMENT

GOAL TOPIC	DESIRED RESULTS (What Should Be)	−	CURRENT RESULTS (What Is)	=	NEED (Basis of Goal)
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WHAT EXACTLY ARE THE ISSUES?

HOW DO WE ADDRESS THE ISSUES EFFECTIVELY?

CONTINUOUS IMPROVEMENT PLAN

What do you want to do?

How will you do it?

How will you get there?

GOAL	STRATEGY	ACTION STEPS

What for **who** will **measurement** based upon **evidence/tool** during **timeframe.**

SBR methods, strategies, best practices

TIMELINE
1. Plan
2. Implement
3. Evaluate
4. Improve

Strategies

- **Action Oriented:** Begins with a verb (e.g. implemented, utilized, etc.) so it is clear what is expected.

- **Goal Based:** Works toward achieving the SMART Goal.

- Scientifically Based Research methods that will meet the targeted assessment objective (AMO) of the goal.

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	Interventions for reading and mathematics

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Coordinated and Comprehensive Services	*Parent and family engagement required* *Transition Programs* *Develop and implement E-Caps*
Plan, Implement, Evaluate	*Annual assessment and evaluation*

ACTION STEPS

Plan / Develop → **Implement** → **Evaluate** → **Improve**
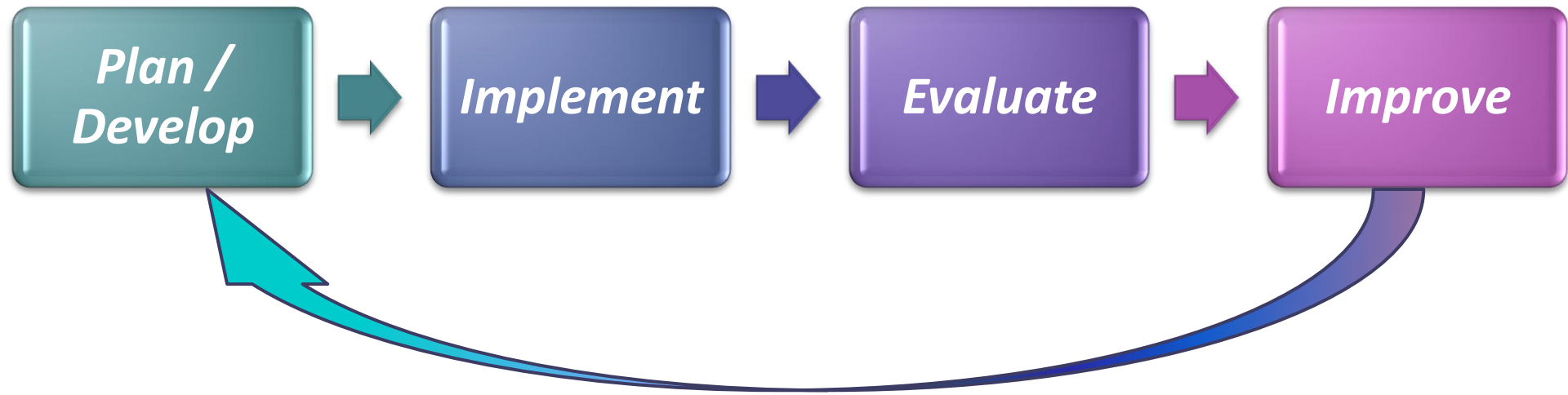
Action Steps

- **Staffing – Who will deliver the Title I services?**

- **Supplies – What Title I instructional supplies and materials are needed to ensure the strategy is implemented effectively?**

- **Professional Development – What kind of assistance and training will Title I staff need in order to implement the strategy AND use the instructional materials effectively?**

BUILDING YOUR BUDGET

Action Steps / Tasks Inside ALEAT

Action Steps	Purpose	Tasks
Planning / Development	This details the process in which the strategy will be implemented over the course of the designated academic year	List the consecutive actions you will take from beginning to end to plan the implementation of the strategy.

Action Steps / Tasks Inside ALEAT

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Implementation	This identifies the different stages of the strategy over the course of the school year. This may consist of numerous stages and tasks.	List the consecutive actions you will take from beginning to end to implement the strategy.
Evaluation	This determines the effectiveness of the strategy and determines whether modification.	List the consecutive actions you will take to evaluate and improve the effectiveness of the strategy.

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Strategy	*Implement pull-out program to identified Title I students.*
Action Steps	• *Conduct Comprehensive Needs Assessment.* • *Analyze student performance from previous year.* • *Hire HQ reading specialist.* • *Rank order students and identify those most academically at risk.* • *Schedule interventions.* • *Implement pull-out program.* • *Align intervention to classroom instruction.* • *Provide professional development in reading strategies.* • *Set benchmark assessments quarterly.* • *Implement reading assessment program.* • *Review student progress quarterly.* • *Review student progress on AIMS exam.*

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Strategy	*Implement pull-out program to identified Title I students.*

Action Steps	Purpose	Tasks
Planning / Development	Conduct data analysis to determine how instruction and intervention should be provided.	1. Conduct Comprehensive Needs Assessment. 2. Analyze student performance from previous year. 3. Hire HQ reading specialist. 4. Rank order students and identify those most academically at risk. 5. Schedule interventions.

Goal	*Academic proficiency in reading will increase from 55% to 79% of more based upon performance on the AIMS Spring Reading exam during the 2011-2012 academic year.*	
Strategy	*Implement pull-out program to identified Title I students.*	
Action Steps	**Purpose**	**Tasks**
Planning / Development	Conduct data analysis to determine how instruction and intervention should be provided.	1. Conduct Comprehensive Needs Assessment. 2. Analyze student performance from previous year. 3. Hire HQ reading specialist. 4. Rank order students and identify those most academically at risk. 5. Schedule interventions.
Implementation	Implement intervention program to provide academic assistance and extended learning to identified Title I students.	1. Implement pull-out program. 2. Align intervention to classroom instruction. 3. Provide professional development in reading strategies.

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Planning / Development	Conduct data analysis to determine how instruction and intervention should be provided.	1. Conduct Comprehensive Needs Assessment. 2. Analyze student performance from previous year. 3. Hire HQ Title I reading specialist. 4. Rank order students and identify those most academically at risk. 5. Schedule interventions.
Implementation	Implement pull-out program to provide academic assistance and extended learning to identified Title I students.	1. Implement pull-out program. 2. Align intervention to classroom instruction. 3. Provide professional development in reading strategies.
Evaluation	Provide formative and summative assessment to determine effective of pull-out program.	1. Set benchmark assessments quarterly. 2. Implement reading assessment program. 3. Review student progress quarterly. 4. Review student progress on AIMs exam.

ACADEMIC PROFICENCY IN READING

SMART Goal	Reading proficiency of students in Grades 3-8 will increase from 57% to 79% or more based upon performance on the AIMS Reading Exam during the 2011-2012 academic year.					
Strategy	**Action Steps**	**Person Responsible**	**Timeline**		**Cost**	**Funding Source**
			Begin	**End**		
Implement pull-out program for reading intervention for students in grades 3-8.	1. Analyze student performance on AIMS Reading exam.	Principal, Reading Specialist				
	2. Rank order students for eligibility.	Principal, Reading Specialist				
	3. Inform grade level teachers of Title I eligible students	Principal, Reading Specialist				
	4. Provide professional development to teachers on school reading program.	Reading Specialist				
	5. Implement Reading Program.	Staff				
	6. Provide reading intervention 3 consecutive times a week to Title I students.	Reading Specialist				
	7. Use benchmark testing to gauge student progress.	Staff				
	8. Provide formative assessment quarterly to gauge student progress.	Staff				
	9. Provide summative assessment per semester to gauge student achievement.	Staff				
	10. Meet and confer with teacher/parents.	Staff				

Identify those responsible for completing the step/task.

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			Begin	End		
Implement pull-out program for reading intervention for students in grades 3-8.	1. Analyze student performance on AIMS Reading exam.	Principal, Reading Specialist	May 2011	July 2011		
	2. Rank order students for eligibility.	Principal, Reading Specialist	July 2011	May 2011		
	3. Inform grade level teachers of Title I eligible students	Principal, Reading Specialist	August 2011	May 2011		
	4. Provide professional development to teachers on school reading program.	Reading Specialist	August 2011	May 2011		
	5. Implement Reading Program.	Staff	August 2011	May 2011		
	6. Provide reading intervention 3 consecutive times a week to Title I students.	Reading Specialist	August 2011	May 2011		
	7. Use benchmark testing to gauge student progress.	Staff	August 2011	May 2011		
	8. Provide formative assessment quarterly to gauge student progress.	Staff	August 2011	May 2011		
	9. Provide summative assessment per semester to gauge student achievement.	Staff	August 2011	May 2011		
	10. Meet and confer with teacher/parents.	Staff	August 2011	May 2011		

List the beginning and end dates for each action step.

Continuous Improvement Plan Inside ALEAT

ALEAT – Arizona LEA Tracker

- Web based application to provide monitoring and consolidated plans.
- All corresponding documents for cycle monitoring must be uploaded to ALEAT.
- All goals, strategies, and action steps of the consolidated plan must be entered into ALEAT
- Eligibility and disbursement of federal funding is dependent upon completion of requirements within ALEAT.

ALEAT Process

- LEA must be registered through common logon.
- Invitation is given to LEA representative to access ALEAT.
- Cycle documents are uploaded based upon proscribed requirements.
- Goals, strategies, and action steps of the strategic plan are entered.
- All new schools with a Title I program begin at Cycle 0.

Questions about ALEAT

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